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JOURNAL of EDUCATION

A. E. WINSHIP and A. W. BELDING, EDITORS

ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Method Devices

WE HAVE never seen the "case method" and its comrades better analyzed than in the following sentences of James E. Russell:—

"What actually happens with the 'case method,' the 'project method,' and the 'laboratory method,' and similar devices in teaching, is that a way is found by which the learner gets a clear-cut impression of a concrete instance. If, then, the instance is typical of an important series of facts, the learner comprehends quickly the abstract concept under which all such particulars are subsumed. The chief virtue in the process, however, lies not so much in the method of approach as in the selection of the case or the project or the concrete instance. It must be one that points directly at the generalization which is sought. The generalization once understood, the way is paved for its use in eliminating particulars which do not conform to the standard."

Propaganda for "case method," "project method," "laboratory method" and their professional comrades need just such a characterization as this:—

"Methods of teaching in a professional school have undergone a marked change in recent years. Blackstone's *Commentaries* and systematic lectures on materia medica were once staples of instruction in our elder schools. Gradually this thrusting of fundamental principles into the foreground has given way to the *case system and bedside practice.* If the old method tended to hide the trees in the woods, the new method tends to let the separate trees blot out the woods altogether."

America will not believe that Missouri will consent to be one of the two States in the Union that are willing to take rank at the foot in support of educational institutions.

Duke University at Durham, North Carolina, invested $5,000,000 in the first group of buildings, 1925-1927. A second group is to be built, 1928-1930, costing $10,000,000. Later the remainder of the sixty buildings will be completed at a cost of $5,000,000. All these buildings, costing $20,000,000, are expected to be built in ten years.

Problem Solving

DR. CHARLES L. ROBBINS, University of Iowa, editor of "University of Iowa Monographs in Education," is issuing some highly important studies quite distinct from anything heretofore issued by any university. One of these, a study by Dr. Orin S. Lutes, "An Evaluation of Three Techniques for Improving Ability to Solve Arithmetic Problems," is much more than the title indicates. It is a scholarly and professional study in the *Psychology of Problem Solving.*

The Journal of Education and its editor have long magnified the need of a clear distinction between examples and problems. More than twenty years ago we published a leaflet on "Examples and Problems," of which many thousand were circulated.

More than fifty years ago the editor was elected to the principalship of a New England State Normal School—which he did not finally accept—because of a striking demonstration of what a "problem" really is.

Practically every arithmetic published uses the terms examples and problems interchangeably, and they can no more be interchanged than Troy Weight and Dry Measure can be interchanged. Dr. Lutes has the clearest view of a problem that we have ever seen.

An example is to be *performed,* a problem is to be *solved.* It must be mentally dissolved. Performing an example is purely mechanical. There never was an example that could not be *performed* by a machine. There never was a problem so simple that it *could be solved* by any possible machine.

There is no psychology in performing an example, solving a problem is wholly psychological.

Dr. F. B. Knight of the Iowa University has a preface to the monograph of Dr. Lutes, which is as illuminating as the discovery of the fact that a short wave carries radio messages farther and clearer than a long wave.

There was never a more wholesome pedagogical sentence than this: "A reason why problem solving is one of our main problems in arithmetic teaching is *our relative lack of knowledge about it.*"

If Messrs. Knight, Lutes and Robbins can induce arithmetic makers to get a "little knowledge about problems" they will make Iowa University world famous.

Mr. Cassidy's Latest Achievement

M. A. CASSIDY, superintendent of Lexington, Kentucky, has not only had an unprecedented length of service but has had a record of exceptional achievements.

We reprint the statement in one of the daily papers of Lexington regarding the experience:—

"Ten thousand Lexington school children are learning their daily lessons from the newspapers as the result of an order closing the schools, streets, parks, theatres, churches and other meeting places to all sixteen years or under because of infantile paralysis in the city.

"The two Lexington daily newspapers, when requested, offered all the space required and columns were used to tell every student, from kindergarten age up to the ban limit, what his or her lessons were to be for the remainder of the week.

"The students have only to sit back at home and study. Since the pupils are virtually quarantined, teachers will not visit them at their homes. Each pupil will keep a record of study periods and when the ban is lifted he or she will submit lessons and papers for such credits as may have been earned.

"School authorities asked parents to see that their children study the allotted time and to hear the lessons just as pioneers did when there were no schools. Every parent and pupil entered enthusiastically into the new arrangement. The pupils are also put on a sort of 'honor system' to study with the same care and assiduity as they work in the schoolrooms."

Dean of Antioch College is mayor of Yellow Springs, Ohio.

Oklahoma Girl Wins World Prize

MISS FLORENCE McNEIL, student in Central State Teachers College, Edmond, Oklahoma, has won the fifty-dollar prize offered by the World Federation of Education Associations for the best illiteracy poster. The award was made over many contestants from America and other countries. The theme of Miss McNeil's poster was "Illiteracy Defeats Democracy." The presentation of the prize was made recently by Dr. Augustus O. Thomas, president of the World Federation of Education Associations.

Bloomfield, N. J., Achievements

FOR a third of a century and more Bloomfield, New Jersey, has been at the forefront in professional leadership, and it has maintained its rank in modernism with no tendency to reduce its speed of progress. In the heart of a group of progressive cities of vast wealth with fabulous growth in population, Bloomfield has never lost its standing, which is remarkable for a city of 25,000 population in the immediate neighborhood of cities ten times its size, but Superintendent George Morris has had the ability to keep the teacher and the public, the press and all social and civic organizations enthusiastic in their support of all progressive activities.

Men of Achievement

By ALBERT E. WINSHIP

J. L. Brewer

THE South is making notable strides industrially, agriculturally and socially, but in nothing so much as educationally. Every state in the South is a leader in some highly important educational functioning, and ranking high in this leadership is Tennessee, whose achievements are the most significant because the leadership is from the children as well as from the teachers and the school officials.

A strictly rural county in East Tennessee, just east of Chattanooga, leads every county in the United States in the education of the students of the high school to take the leadership of affairs in the county without arousing any appreciable opposition.

Fifteen years ago Polk County was a traditional mountain county with no high school in the county and no modern elementary or rural school.

In 1912 a county high school was established, and J. L. Brewer, a graduate of the State University of that year, was selected as the principal. There has been no considerable increase in population in this county, nevertheless the high school now has a faculty of ten college graduates, a student enrollment of 157, with twenty-six other tuition-paying students taking professional music course. It has had an A Grade rank for ten years, which means that every diploma is signed by the state superintendent of public instruction. It is on the accredited list of the Southern College Association, which has the same rank as the North Central and the other national classical organizations. Each state in the Association has its commissioners who personally inspect every school applying for membership, and none is accepted that does not meet the standard of the Southern College Association in building, equipment, scholarship of the faculty and student attainments. The graduates of this county high school can enter any college or university in the United States on certificate provided the students of any high school in the United States can enter on certificate. There are only three high schools in Tennessee that have had this privilege longer than has this county high school.

The students of this county high school, than whom none in the state have better scholarship, are recognized as the leading civic, social, educational and religious factors in the entire county. They conduct several out-in-the-country Union Sunday Schools regularly. They conduct public all-day and evening meetings in the twelve centres of population in the county at least once a year. These high school students provide communities that have no movies or other public modern entertainment with first-class day and evening entertainment by the high school orchestra, quartette, and other musical attractions with interesting select readings, especially with addresses by the students on the latest activities to improve farms, gardens and live stock, community hygiene and social morale.

At least once a year they have a National Day in which there is a meeting in the thirty-six communities in the county, and on this occasion every student in the high school has some part somewhere. They read the Declaration of Independence, give the Pledge of Allegiance, make speeches on "Our Public Schools," "Our State," "Our National Government," etc.

When there is occasion to put across some special program in the county the high school does it. For instance, the Smoky Mountain Park required a vast amount of money. Five states are involved in the campaign. North Carolina Legislature voted $2,000,000 in bonds, but Tennessee raised the money by counties. There was a feeling that this county would not vote the required bonds, but the high school students canvassed the county, held meetings in each of the thirty-six school districts of the county, and the bonds were voted overwhelmingly.

There is not a student in high school who cannot go before any audience and present any cause which he thinks important. On one occasion last year the high school students covered the county with speeches, and on one day they made one hundred and sixty-eight speeches, addressing a total of six thousand one hundred and twenty-three people in the thirty-six gatherings.

In a general way there are many East Tennessee counties in which the schools are transforming social and community morale and increasing prosperity so marvelously as to be little short of miraculous.

A little common sense mixed with ideals and standards makes a good combination.
—James E. Russell.

Belding's Page

FADS WOULD CROWD OUT STUDY

SCHOOL authorities need to be eternally on guard against the multitude of "causes," many of them worthy and a few unworthy, which seek to usurp the time of pupils and teachers alike.

Dr. Payson Smith, Massachusetts Commissioner of Education, jestingly proposes to set up a spelling day, an arithmetic day, a history day, and an English grammar day, as reminders that the schools exist for something besides the focusing of attention upon trees, birds, mothers and other fine irrelevancies.

It may have to be done before we are through with the faddists.

People outside the schools who desire to assist in the education of youth are always certain that their own hobby is the one thing needing to be stressed.

When such purblind enthusiasts ask to have school exercises laid aside, or individual pupils excused from routine duties, polite but resolute resistance should be met.

TEACHER STANDARDS

WHENEVER some school board votes not to hire teachers who bob their hair or smoke or dance, or otherwise fail to conform to certain external standards, public opinion divides sharply over the issue.

Should the schools hire teachers who diverge from the old and approved ways of doing or acting?

Sometimes they should and sometimes they shouldn't. There ought not to be hard and fast rules about matters which are superficial rather than basic.

Are the teacher's interests, motives and springs of character right? Is she—or he—genuinely devoted to the profession, capable and desirous of guiding young people?

No part of the public will oppose the most rigid selection along these lines. But a loud uproar will arise when some criterion is set up which may be regarded as arbitrary or superficial.

CONCENTRATION

AN OLD-TIME schoolmaster of Connecticut had a little scheme for teaching concentration. He would divide the pupils in a study room into two groups. To one group he would assign a certain task, often in mathematics, occasionally in English composition. Then he would let the remainder of the class make all the confusion and racket possible without completely wrecking the school program. Later the roles of student and annoyer would be reversed.

The exercise had the advantage of novelty. It may have enhanced the powers of application of some pupils. It at least impressed the fact that one may at times turn deaf ears to distracting influences and accomplish mental work without regard to circumstances.

What such a practice would do to sensitive nervous systems, let the psychologists tell us. Then let it be remembered that large portions of the world's work are done amid roaring machinery, constant interruptions, and distractions of all sorts.

SUCCESSFUL TEACHING

THE most successful teacher is the one who inspires his pupils to set the highest standards before themselves and to strive most earnestly and effectively toward attaining them.

The poorest teachers are those who do not demand or cannot obtain the best of which pupils are capable.

Not passing grades but perfection should be the aim of the student in every scholastic undertaking. Education suffers sorely from the prevalent assumption on the part of pupils that something short of their best is acceptable. Something is wrong in a system of marking which admits of such a misconception. It is easier to see that something is wrong at this point than to supply a better system. Grading the boy or girl for "effort" is a step in the right direction. But such grading is nothing but an approximation, a guess by the teacher as to how hard the pupil is trying; and neither the pupil nor the parent pays much heed to the effort mark, compared with other marks.

Despite these difficulties a fair percentage of teachers do really succeed in exacting a high grade of performance from members of the class. This is never done by expecting little. It is never helped by driving the sheep from the goats and stressing the low intelligence quotients of the goats. The only way is to have faith in the capacities of each pupil—more faith perhaps than the facts warrant; and to expect the best. To this end an ounce of praise is worth pounds of censure.

Auson W. Belding

Associate Editor.

School Problems

Edited by a School Executive

45. *Should the school teachers have a higher standard of certain "immoralities," such as smoking and bootlegging, than the mayor of the city or the chief of police? Why is the teacher not to smoke, while the bishop or pastor, or dad or board members may?* (Mass.)

In answering this question I must first separate very clearly smoking and bootlegging. They don't belong in the same class at all. Bootlegging is a breaking of the law as laid down by the Constitution of the United States. Whether you approve of the law or not has no bearing on the fact that it is a law. Men will do what they do not wish their children taught to do. Their standards for their children are higher than for themselves. Teachers teach law, and open law-breaking will not be tolerated from them.

Smoking is a little different. It is the breaking of a convention, a prejudice as far as teachers are concerned. A few years ago a school board would not hire a man who smoked. Now most of them are satisfied if he doesn't smoke in public, or where the pupils see him, although it is no uncommon sight to go to a high school football game and see the faculty smoking with the boys.

As for the women teachers there is still a feeling (not admitted, of course) that smoking is an index of a looseness of morals. That women teachers who smoke are not quite so beautifully cultured nor so sensitive to the finer things of life as they should be, and parents feel that teachers should be shining examples of all that is highest and finest for the benefit of their children. They expect teachers to counteract some of the evils of society—do that which the parents can't or won't do. They reason—if the teacher isn't a model, who will be? and the boys and girls see the teacher everyday, look up to her and are influenced by her.

Under present social conditions in this country the teacher's influence with the people is greater if he doesn't drink and she doesn't smoke, and every teacher should radiate all the influence possible—the old story of service before self.

46. *What shall we do about these stories in our readers that teach vengeance?* (North Carolina.)

Leave them out, or if we read them at all use them to show that it is never right to pay meanness with meanness, and that two bad people are always worse than one.

Refuse to buy readers that have stories teaching vindictiveness. There are plenty of new readers written with great care on this point. Select your new readers very carefully, refusing even to consider one having such material in it.

47. *Has a superintendent any right to force his teachers to belong to the N. E. A.?* (Texas.)

A superintendent has a right to expect his teachers to belong to the N. E. A. He would be very unwise to attempt to force them to do it. If they fail to understand the need of teacher organization—local, state, and national—then as their leader it is his business to educate them. If they do not realize the great possibilities in professional co-operation then he should do all in his power to make it clear to them. His responsibility lies in lines of education and inspiration. No need to say he starts by being an active member in the N. E. A himself. If he does this he will get most of his teachers to join gladly. "How do I know?" Superintendents all over the country are doing it.

48. *How much responsibility does a country superintendent have for the living conditions of his teachers?* (Maine.)

If a superintendent and school committee in a rural district expect to get and keep good teachers, women of intelligence and refinement, they must see that the teachers have pleasant living quarters. This is often so difficult in the country that the town builds a "teacherage" or house for teachers connected with or alongside of the school. This has many disadvantages, but is better than some of the conditions under which teachers are asked to live in private families and shows that these school authorities certainly feel their responsibilities in this line.

Some superintendents in small towns keep a list of all available living places for teachers and investigate to be sure they are suitable. New teachers are often very lonely the first year, and if a superintendent expects them to radiate the joy of living in the classrooms then he must organize some means of meeting this condition. He can't just hire them, let them find a boarding house, and then leave them alone. He must take interest in and have some responsibility for their living conditions, especially the first year. If he doesn't he will soon find himself constantly looking for new teachers, keeping the inferior, perhaps being unable to secure any but poorly prepared home town products.

Music Appreciation in Schools

By WALTER H. AIKEN
Director of Public School Music, Cincinnati, Ohio

IT WAS Matthew Arnold who defined the term Culture as "a knowledge of the best that has been said and done in the world." It is a knowledge of the best that has been composed and performed in the world that we term "Music Appreciation." It is art such as this that invites the serene spirit of harmony to descend as it were from the heavens, and enshrine itself within our innermost sanctuary, becoming as a part and portion of ourselves, a sense—a power of utterance—a living spirit seemingly born within us. It is in obedience to the promptings of this spirit that a musical education begins.

In the creation of a musical literature the writers of all nations have thought in the same language; a language of sufficient power, compass and flexibility to give utterance to all the various ideas suggested both by individual and national differences of character. The misty veil of translation is never interposed between the mind of the composer and the mind of the listener. They meet face to face, they converse in their own native tongue. The listener is thus enabled to comprehend, enjoy and compare the efforts of geniuses in all civilized lands. He no longer finds himself limited by boundary lines, by rivers or mountains which oftentimes fix the limits to language.

It is not given to our young folks to care about the offerings of past generations nor to take a far-sighted view into the future. They have, indeed, a happy way of getting along without books and living solely amidst the enjoyments of the present. Children are primarily doers. The wisdom of teaching is to direct their doing. It is the thoughtful, capable teacher who so arranges the many opportunities offered during the course of the day, that the pupil who is supposedly working with the immediate lesson is unconsciously treading the path towards that lofty and distant goal called "culture."

Along this highway lined with a profusion of wild flowers and imposing rocks deeply sculptured by the hand of Time, dwell the arts. Knocking at the door of the Master Musician to whose shrine all music lovers must go we are informed that it is "Personal Enrichment" that must be sought, either as students or concert goers if they would unfold the minds of the children; nourishing and developing within them that mysterious personality which lies behind all thought, feeling and action.

In the halls of our universities and colleges of music are offered appreciation courses; our great and small choral societies, church choirs, symphony halls for children and adults are all open to the teacher. Beautiful concerts may be heard every night of the week, reaching thousands upon hundreds of thousands of homes, even to far-off Greenland, South America, Australia and the islands of the Pacific. Teachers and pupils alike are abundantly supplied with offerings. No teacher need to be discouraged if her room is not provided with a player piano, a phonograph or a radio, for even the repeated singing of melodies having deep tone expression will in time produce the profoundest impression and lead to the appreciation of music as nothing else will. The songs of our childhood we remember through life. The use of sterling melodies full of dignity and thought soon makes a class musically appreciative and best establishes the power to distinguish between the good and the bad in musical art. This does not mean that all music is to be grand or solemn. Many people point to the folk songs of nations as a source of invaluable and indispensable materials. But let us never fail to keep the end in view that children are to be guided by a clear conception of that which is far beyond present enjoyment, and which includes the only permanent source of satisfaction and delight in life, and that is growth in appreciation along lines of infinite extension.

At Christmas Time

Are you willing to stoop down and consider the needs and the desires of little children; to remember the weakness and loneliness of people who are growing old; to stop asking how much your friends love you, and ask yourself whether you love them enough . . . to trim your lamp so that it will give more light and less smoke, and to carry it in front so that your shadow will fall behind you; to make a grave for your ugly thoughts, and a garden for your kindly feelings, with the gate open—are you willing to do these things even for a day? Then you can keep Christmas.

And if you keep it for a day, why not always?

But you can never keep it alone.

—Henry van Dyke.

Methods for Developing Art Appreciation

By WALTER H. KLAR
Springfield, Massachusetts

"AN AESTHETIC view of the world for every child."

"The enjoyment of art is open to everyone—poor and rich. . . . That is one of its democratic features. . . . Every man, woman and child who goes through a private gallery or a public museum for all practical purposes owns everything in it. All he lacks is the pride of possession. . . . Even the pride of possessing beautiful things is not in these days limited by wealth. Beautiful things, even in the fine arts of picture and sculpture, can now by the different processes of reproduction, be obtained at modest prices."*

Accepting the statement of the distinguished president of the Metropolitan Museum of Fine Arts as true, what are its applications to the public school system? Do all, poor and rich, young and old, have the power to appreciate? Does mental development play any part in the ability of the child, man or woman to be stimulated by the beautiful? The psychologist would say that it did.

There comes a time in the periods of development of the individual when, in addition to the collection instinct, wonderment and curiosity about beauty unfolds and modifies the character and interests of the individual. Such evidence of its development may be recognized in simple ways, as desire for badges, buttons, emblems and decorations to wear, the possession of stamps of odd and unusual design, a desire for attractive lead pencils and colored penholders, the care given to tools, musical instruments, pieces of machinery, and interest in the development of big pieces of construction work as building of bridges, large factories, schools or churches. The aesthetic impulse is in no sense of the word bound up with pictures and sculpture alone, but also finds its outlet in a thing or object which stirs the inner being, even temporarily, to admire. It may not even be in these forms which to an older person are beautiful or perfect, since the older person has forgotten many of the real thrills of earlier days. It also includes such admiration as a boy has for a baseball bat that "feels just right," drum sticks that "balance," harmonicas that are "slick," hockey sticks with proper "hang," which occur because of the perfect use which may be made of them, rather than their beauty of form alone, but this is aesthetic appeal, none the less.

Interests as listed above depend upon the development of the emotional impulses and reactions, and appear, like religious feelings, sometime during or just preceding the junior high school age. Until this time deep appreciation can hardly be taught, as the child is not equipped to respond to such instruction. Appreciation is the result of aesthetic experiences and is contrasted to intellectual understanding. Emotional appreciation is dependent upon developed power to feel; while intellectual understanding is dependent upon knowledge, judgment and analysis. A single or occasional lesson is insufficient and it is necessary to provide a course of study containing a number of experiences. This means a differentiation of art classes with one or more classes in art appreciation, a problem which presents less administrative difficulty in larger junior high schools of one thousand, or more, pupils.

What should the course in art appreciation in the junior high school contain? The work may be arranged so that each full year will have five or six units under the following headings:—

(1) *A unit of work in the appreciation of common objects.* Children are apt to be more interested in the objects and things which they call their own; therefore, the list may include bicycles, instruments of the orchestra, tools, typewriters and radio. Such lessons may be correlated with the department of industrial education.

(2) *A unit of work in appreciation of costume.* Dress appeals to both boys and girls of the junior high school age, with a greater interest among the girls. This may be correlated with the departments of home economics or history, or both.

(3) *A unit of work in exterior architecture.* Due to interest in building on the part of boys and interest in a neat appearance of the home on the part of girls, there is an opportunity here for study; and this study may be correlated with history or nature study.

(4) *A unit of work in interior architecture.* This is much less interesting to the boys, but of greatest interest to girls. It is possible to correlate this work with history, industrial education, and household economics.

(5) *A unit of work in modeling or in sculpture, depending upon conditions.* If there are a number of pieces of sculpture near the school accessible for reference, the unit might be increased; on the other hand some communities, which have no sculpture, do have excellent pieces of carving in wood and stone, and casting in terra-cotta, which may be studied.

(6) *A unit of work in the appreciation of pictures.* The photograph, the illustration, the ad-

*deForest, Robert W. "Art for You and for Me," the Art Booklet, American Federation of Arts, Washington, D. C. Distributed through the newspapers represented by Frederick J. Haskin.

vertisement may be of some service. These may be used to bring out the qualities in paintings or in finer works of art. This work may be correlated with English, history, civics, geography or nature study.

A difficulty in teaching appreciation is recognized when one considers that pure appreciation is merely contemplating or enjoying; and more than this, contemplating is disturbed and inhibited when one attempts to analyze or to apply rules and principles. It is necessary to provide such a setting for the lessons that native power to feel may freely function. Distracting influences of all sorts should be removed from the classroom. Non-technical classes, with no drawing, painting or designing requirements, should be arranged. This is especially true of junior high school, second and third years, but a considerable number of the first-year pupils will prefer to do hand work, a condition which may be met through planning occasional technical lessons of an explanatory character. How shall these courses be taught? Pupils who lack hand skill should be taught to appreciate through non-motor comparative methods, while those who possess hand skill may gain some appreciation through the motor activities as well as through pure contemplation. Learning goes on without apparent accompanying motor movements. Segregation into two groups, one non-technical and the other a technical try-out group, will prove most effective.

With art appreciation pupils in non-technical classes several methods will be suggested which provide rich and extended experiences in seeing and observing, the results of which should be increased emotional appreciation.

(1) *Revealing to pupils the similarity of mood in pictures.* Pupil preparation: a collection of pictures of landscapes.* Teacher preparation: a careful review of the many points of view taken by children toward pictures, and a review of principles of composition. Procedure: Place before the class the entire set of pictures as collected, hung in such a way as to make all of them visible. Without reference to specific cases, the teacher calls attention to the great variety of pictures; the fact that some are similar, others dissimilar. With this thought uppermost in the minds of the pupils, she questions them to learn whether they can select from the entire exhibition two pictures which for any reason, or which in any way, are similar. After several selections have been made in this way, the pictures which are more or less alike may be segregated and hung together in a special area. So far the pupils may have indulged in pure contemplation; they have not been required to state opinions, nor to analyze. Their judgment rests entirely upon their sense of what they see.

The result of this should be a grouping of pictures which are similar in mood, such as a group of quiet pictures, a group of active pictures, a group of religious pictures and a group of highly imaginative pictures. The teacher, selecting one of the groups for further study, eliminates all other groups, and assigns the class the problem of finding more pictures which for some reason are similar to those of this group, i.e., several more passive landscapes. The class is questioned with reference to the success attained in finding other pictures which harmonize in this respect.

(2) *Study and selection of titles.* At another lesson preparation for written work may be made, extending the influence of the group of pictures. Any group of pictures as selected at the previous lesson may be presented to the class for study. The teacher discusses with the class the value of titles to pictures. Titles may not be necessary, but evidently most artists use them. Can other people invent titles? The class then tries to "make up" a suitable title for a picture. This exercise is repeated with other pictures.

This lesson serves to keep the picture before the class, to hold their attention to it for study and to give them an opportunity to express ideas about it. If the titles selected are similar the lesson must have been successful.

(3) *A study of the uses for particular pictures.* The pupils have before them a group of pictures. They discuss why certain pictures of the group would be desirable in prescribed places, as in the library of the school, the corridors of the school, study rooms, classrooms, home economics rooms, shops, laboratories, churches, or public buildings. This lesson may be prolonged through the discussion of color and its appropriateness.

A similar lesson may be devised using the rooms of the home as an example. In some sections of the town or city this lesson is apt to fail, as children from many poorer homes have never known of pictures being purchased, and are somewhat embarrassed upon hearing the subject discussed.

(4) *Studying of a single picture.* The pupils may be given an opportunity to study a picture which they choose. A large copy of the picture should be secured, and in addition, several small reproductions should be in the hands of the class. Studying the picture, the pupils are asked to name other pictures of which this one reminds them. They may name a place or a locality which the picture suggests. Studying further, they may select a certain part of the picture and discuss why they are attracted to it. Definite comparisons may be made between line and color in this picture and in others. Further comparison may be made between areas, as clouds, sea, rocks, trees, buildings with similar forms in other pictures. The teacher may select dominant or subordinate forms in the picture and discuss their significance.

*The following suggested lessons are all type lessons and may be used with any of the units listed on a previous page.

Consider a form as being larger, smaller, lighter, darker, more colored, less colored. What would be the result? The teacher draws for the class two other compositions, using elements from the picture being discussed, but alters the composition so decidedly that the meaning of the picture is completely changed. Class discussion follows. The teacher develops the idea that within the limits of the frame the painter of the original picture planned all shapes to be related to other shapes. (A similar lesson may be taught through the use of mats obscuring from view certain parts of the picture, by "cutting it down.")

(5) *Analysis of composition as a method.* Each pupil is given tracing paper and soft lead-pencil, and a small colored reproduction of a picture, mounted firmly on heavy cardboard. The teacher is prepared to draw several possible designs or compositions, using the leading lines of this picture. The pupils are requested to note the possibility of reducing a picture to a few significant lines. These lines are traced and the print put aside. The teacher draws at the board the leading lines, as traced by the pupils. Following suggestions of the class, and using the leading lines as secured from the print, the teacher develops a new picture. This exercise is repeated with several other pictures.

(6) *Correlation of Art Appreciation Lessons and English.* Several pictures at front of room for class to see and study. The teacher has secured from the English department a number of poems, some of which are illustrated by a few of the pictures. The teacher reads the poem slowly and with appropriate expression. She then assigns to the class the selecting of a picture which is appropriate to illustrate the poem. Another variation of this lesson is to have the teacher supply a line or more of poetry suitable to another of the pictures while the class attempts to complete the stanza and add others. The methods as suggested are as far as possible free from the "telling" which seems to be a habit among teachers. The material used above does not deal with the technique of the picture, the artist's name, his school or his biography. Not that this material may not be used in art classes; the aim has rather been to suggest a number of methods for studying the picture as a picture, holding the attention to the picture, discovering its beauties, and becoming curious about it as an object of beauty. Information about the school of painters, technique, biography, story of pictures, etc., may be reserved for other lessons.

(7) *Tests to Determine the Success of Art Appreciation Lessons.* Lessons as described in the above may be checked through the use of true-false questions, completion sentence questions, multiple choice questions and other types of testing. Objective testing may be done through which the pupil's ability to select is determined. The teacher may give a certain percentage of the final mark for ability to collect and mount a prescribed number of prints or pictures. However, all testing devices fail if the spirit of the teacher is lacking and the main device of the teacher should be to stimulate curiosity about the beautiful, "and to feed it."

Christmas Then and Now

By RUSTIC BARD

(Then)

"Peace on earth good will to men,"
The angels sang that night.
Wise men came to find the Christ,
The star their guiding light.
"Gold and frankincense and myrrh—"
A precious gift they brought.
Their hearts with peace that night were filled
They found the Christ they sought.

(Now)

Softly shines the glowing light,
The ropes of tinsel gleam,
The glittering, glowing globes
Seem as a fairy dream.
Heaped beneath the Christmas tree
Like mounds of drifted snow
Packages with ribbons tied.
The contents soon we'll know.

Music floats upon the air,
The children shout and sing.
'Round the lighted evergreen
We hear their voices ring.
Youth and age, alike, are glad
When Christmas time draws near.
Daily cares folks then forget
Amid the Christmas cheer.

The Function of Music in Education—III

By ARTHUR EDGAR FRENCH

Revere, Mass.

MAN is what he is because of his inherent capacity to respond the way he has done to the environment in which he has evolved. Science has never been able to define the origin of these capacities, which differentiated man from all other forms of life. Religion unhesitatingly attributes them to the breath of life which "God breathed into his nostrils" when "man became a living soul." We have observed that, emerging from the jungle, where he spent his racial infancy, man was subject to the laws of the jungle. Endowed, in potential, with the Divine Nature, he early felt the urge to a state of spiritual being beyond his present attainments. Between these two opposing forces (which religion defines as the flesh and the spirit, referred to by science as opposing biological forces), the backward pull of the jungle nature and the upward urge of the divinity within him, man is still toiling upward toward the goal of his racial destiny.

In this age-long pilgrimage man is ever visualizing new and loftier heights to be scaled. To gain one goal is but to be spurred on to a yet diviner state of being conceived in the light of newly developed capacities. Thus is man ever pursuing, yet never quite overtaking; ever on his way, yet never arriving at the goal of his aspirations. For eye hath not yet seen, nor ear yet heard the greatest "things that God hath prepared for them that love Him." *This is the aim and the ultimate meaning of education.*

In this education of the generation that is, and of those to follow, music is bound to have an important part. Just as it has done since the birth of the musical consciousness in the race, it is going to function either as an inspiration to higher spiritual achievement or as a stimulus to the purely animal instincts. *It is going to furnish the spiritual atmosphere of the educational environment of all the generations to come.* In this connection the impressions being made by music on the youth of today and their response thereto are at least suggestive of the ethical responsibilities assumed by those who furnish the environment.

In a certain New England city 542 girls and 246 boys of junior and high school ages recently accepted our invitation to submit a brief written statement in answer to the question: "What does Music Mean to Me?" The answers were classified into two groups: (a)Those to whom it was a practical utility—mainly materialistic. (b) Those to whom it was a cultural utility—a means to spiritual refinement.

Although of no definite scientific value in themselves, the following comparisons are not without significance: For practical utility—girls 52.48 per cent., boys 61.46 per cent. For cultural utility—girls 40.90 per cent., boys 29.26 per cent.

Other interesting experiments have been conducted in this same school system, with the same object in mind, with results which point in the same direction.

With a set of water-color pictures representing the respective modes of life of: (a) pre-historic man; (b) the savage nomad of modern times; (c) the peasant of modern Europe; (d) life of the middle class of America, with modern home surroundings.

Phonographic records were selected to represent the musical cultures, respectively, of the different modes of life depicted in the water-colors. At the completion of the program the pupils were encouraged to express themselves freely as to the mode of life that appealed most to them individually. The experiments covered all the grades above the third, including the Junior III.

Several interesting facts as to the pupils' reactions can be stated, among which are the following:—

(1) The pupils who took these exercises most seriously and with apparent appreciation were in the fourth grade. These children seemed, as a rule, to exercise their imaginations in comparing life in the ruder surroundings with the comforts provided by the modern home.

(2) Beginning with Grade VI a tendency was noted to react favorably to the appeal of the romance of the wilderness. In the junior high grades this tendency increased. While it would probably be an exaggeration to claim that this is true of a majority of these pupils it becomes a strong factor in the character of the group, and affects unfavorably the discipline of the room. It should be stated, in this connection, that the home and community environment of the pupils was more or less reflected in their re-actions to the different types of suggestion offered by the pictures and corresponding records.

In most of the more popular operettas and pageants now in vogue the chief attraction is the so-called aesthetic dance. The attractiveness of this feature, especially among the adolescent youth, is in proportion to its daring disregard for sentiments of modesty. This, however, like the appeals of primitive life noted above, is determined largely by the home and social environment of the individuals.

An alert mind in a sound body is an indispensable condition to success in any vocation. Serious and persistent practice of the techniques of music function in both of these, hence should be

regarded as of major importance in music education. *But it is in its supreme power over the moods that music becomes at once the most powerful ally and the most potent enemy to the curriculum as a whole in its civilizing aims.*

In view of this, is it educationally expedient to employ young people in those musical activities which confessedly had their origin in a sub-savage social order, long since obsolete, and which functioned then, as they now do, in the excitation of the coarsest emotions? Or shall we rather engage our children and youth in the devising and execution of pageants calculated naturally to the awakening of the urge to higher achievement in personality and a larger measure of self-realization.

Our Pen and Pencil Education

By A. W. BURR
Beloit College, Beloit, Wisconsin

A JUNE syndicate cartoon pictures a closed school and the happy youth starting forth on their vacations with the cry "No more pencils." "No more pencils."

Colonel Charles Lindbergh after two years in the university was unknown to his teachers, because he did not pass in the quota of written reports of his studies.

The popular "contract method" of our schools makes teaching, setting a month's questions in a subject for a class, and at the end of the month grading the papers handed in; while studying is hunting the answers in a book, copying them from the book, or one another, and handing them in for a grade.

In the June Atlantic Jerome Davis reports Henry Ford as saying: "We are training children to inhabit a paper world; we teach them to assume that ink is preferable to action."

Has not the "Educative Process" from the primary to university degree become largely pencil or pen activity by teacher and learner? Are not our expensive classrooms, "Short-circuit Correspondence Schools"? Is not the burden of it, children writing papers and the teachers nights and Sundays grading papers? If a visitor of three-score years should step into a "contract" classroom he would think that he was in an old-time writing class, or a written examination. Even a college instructor does not get far today unless he has written a book, or is known to be writing one. To his book go his thoughts, and not to his students, to their growth and power. Of how many of them will their epitaph be that of Professor Carman, of Amherst: "He chose to write upon living hearts."

LOSSES AND GAINS BY IT.

All this education by pen and pencil is a far swing from the oral work of classrooms twenty-five years ago. What are the losses and gains by it for learner and teacher?

There is far less play of mind upon mind; less of rapid speech, of hearing, of tones of voice, of attentive look; less study by teacher of learner, by learner of teacher, of the minds of mates, a serious loss.

There is a loss of mind activity. The brain must wait on the pace of pen or pencil. According to Professor William Root of Pittsburgh University: "An intelligent mind can think twenty times faster than the hand can write." The mind is tethered to the hand. That no doubt was Colonel Lindbergh's trouble in the university. He chose to know more and write less.*

The loss of retention and retentive power is large. While some will be helped to remember by writing, with most the mechanics of copying blocks both thought and recall. The end is a paper, and there the words stay until crammed for a final test, or examination. Once textbooks had printed questions, and the pupils committed the answers to recite. The "contract learner" would copy the answers and hand them in for a grade.

The "contract learner" can know less and make a higher standing. With the cue words of the questions he skims the page and marginal topics until their recurrence reveals what to copy. Only the answer counts. The value of the hunting is that of the old geography map questions; nothing was found but the place looked for.

Probably the greatest loss to the learner is that he misses knowing his own mind and powers better by watching in the classroom the minds of his mates and of his teacher in action, as in oral work. What each learner does and how, is a private matter between him and his teacher, even his mark, unless he chooses to tell. The stimulus of comparison and of competition of minds in action is largely wanting; yet the best part of any training is seeing others do what we have to do. Such isolation with pen and book is solitary confinement, not a school.

Another bad effect is that the motive for work becomes more the teacher's mark and less the

*This was one of Charles Lindbergh's University experiences:—
Chemistry Professor: "Charles, when are you going to get those papers in?"
Charlie: "Professor, what's the use? I know it all and you know I do."
Chemistry Professor: "Well, if you don't get those papers in, I shall have to flunk you in the course."

subject. It is the teacher only that the learner sees when he copies or writes. Unless he cares for his teacher's mark or perchance the subject, passing will do. Present-day English composition fails as a training in writing for the public, because it is written for an instructor's correction and mark, and not for one's mates. Once all exercises had to be read to a class. Why must they be so private? It is unfortunate that all writing in our education centres in a teacher. The great motive for writing, telling others, has little chance until the writer leaves school. Is this why so many writers have not been of the school trained?

This pencil and paper training gives no place for the learner to contribute anything to the class no matter what his gifts or desires, a mind-deadening process. That was the grave fault of the memoriter recitation. The pencil learner is worse off. He writes for the teacher and his contribution to his mates is "What did you get?"

Another grave charge against this judging what a learner knows by what he writes, is that it opens wide to him the door for passing in the work of others as his own. As what is wanted is a paper to be marked, and his answers and notes would be copied from a book anyway, it does not seem anything very different, if pressed for time, to copy the same from a copy made by another. With so many papers the teacher would not notice, if he cared; and if he did care, a hurried re-wording here and there would fix that. Has the increased cribbing in tests and examinations in our schools come in through the greatly increased requirement of papers?

OTHER LOSSES.

Other losses should have careful thought, but can be only mentioned.

There are great differences in manual facility in writing. There are slow writers, as well as poor talkers for oral recitation. The amount of writing required makes poor form and poor writing a fixed habit of the learner.

The loss in oral training makes speech and learning by hearing difficult. The learner prepares his work for the eye only, he becomes eye-minded. Is it a result of this paper training that dancing and bridge are our popular ways of social intercourse, that young people can't talk?

The association of so much manual drudgery with school books tends to make the child dislike books and care only for cartoons and funny strips.

Finding answers in a book to questions given, is an educative process far different from storing the mind on page or topic for future questioning. The first seems much like the old taboo practice of trying to recite with the book open.

Worse still, this education by copying fails to teach the learner how to study. He cannot go at book or topic by himself. He must have the crutch of another's questions, and their hop and skip gives to his answers much the connection of words in a spelling list. It is finding answers to copy, not fixing, nor thinking.

WHAT ARE THE GAINS?

So many serious losses for the learner, and there are others, by our pen and pencil way of learning should have important gains for teacher and learner to warrant the present use of it in our schools.

What are the gains for the teacher? The problem of class discipline is much easier. To keep a class at the "busy work" of writing, and keeping it at attention in reciting and discussion are very different. With the first, personality is not so important and the clerical work of looking over papers is easier than guiding active minds.

There is no dread of inspectors and visitors, no sudden change to written work as once, because of them. That the class is writing will be all they can know.

The teacher is safer from questions by inquiring pupils; and with the monthly "contract" system a daily preparation and readiness on lessons is not necessary. The teachers can keep copies of questions for future classes.

There can be little criticism of the teacher's marking. Comparisons by the learner of his own and other's work, as in oral recitation, are avoided.

As answers and notes are definite, manual largely, and limited in amount by questions and labor of writing, the teacher can give high grades to the satisfaction of learner and parent.

By offering different sets of questions to the class with differing grades, the choice of the learner, for any reason, of the passing grade set will be his responsibility and not the teacher's.

THE LEARNER'S GAINS.

But with doing so much for the teacher, what does education by paper and pencil do for the pupil?

School work is no longer understanding and remembering what books say. The teacher can't follow up the copied answers and notes with another question. They are put on paper, and not studied for recall until the final examination, and not then, possibly, if papers handed in are graded high enough.

With fixed dates for notebooks and "contract papers" the slow learner takes his time; others can use it for other interests. The regularity of so much done daily is escaped. The only stress is the cram for the final examination, and then only the papers, not the books, are crammed.

The learner escapes the bother of correcting his wrong answers. The teacher grades them and that is the end of it. If corrections are needed for the final, he can get the right answer from a mate's paper.

Since notes and answers must be mostly book

copy, the learner has less trouble about spelling and English form.

With the choice of questions of differing grades, any bright learner can make his work less or more. It is good to know what will pass; it saves the uncertainty about failure.

With the privacy of written work the learner need have no shame before his mates for poor work, nor will the poor student ever know what is good work, nor the good, how poor work can be. It makes school life more comfortable for the student to feel that he is not accountable to his feilows. What he does is no concern of anybody but his teacher.

If the same book and the same questions are used with successive classes, as they may be, the learner may fall heir to the papers of those who have gone before for copy, far easier than the old way of answering by recall.

Without saying more, is it not time for teachers and educators to ask if teaching is not becoming paper reading and marking rather than mind training and mind wrestling with the close grip of speech, and is not learning becoming copy making for teacher rather than mind storing, and a study of minds in action.

Is it wise to assume that if a learner finds, reads and copies, he can recall and relate the words, or their thought?

Is it not a fact that this pen and pencil education is an attempt at mass production of knowledge for learners, after the manner of our manufacture of things? Classes became so large that teachers were unable or unwilling to play the classroom game orally. They became more unable, because their minds were on more of subject, and more scholastic degrees, and not on *ways of teaching boys and girls*. They have given up teaching and gone to putting the learner to writing papers and notebooks.

Another reason for pen and paper teaching is that educators have assumed that the efficiency of teaching depends upon small classes and upon "every boy's reciting every day every lesson.". The writer has seen classes of fifty in Algebra and in Latin taught far better than many classes of a dozen in the same studies. If the teacher knows how to wrestle with a dozen minds out of forty in a class period, put them to their best, and all are looking on, all will know more than if the whole forty try to recite, and far more if the forty cannot divine who will be of the next day's dozen. Teaching is a game, not merely knowing a subject. What teaching needs is a new degree "E. D." "Expertus Docendo," "skilled in teaching," a degree not won in learners' seats writing notebooks, but by studying how at a teacher's desk. The Ph. D. who put his large college class into two rooms for examination to lessen cribbing, and then spent half the time with each, needed a new degree.

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Teaching will never get anywhere so long as all sorts of teaching have the same rewards for the same years of service. It is a crime to make teaching still more uniform and impersonal by doing it with pen and paper. Is a classroom of deaf-mutes the best we can do with the large class problem?

The Annual Growl

'Twas the day after Christmas and all through the land
Were people with unwelcome presents on hand,
The boy who expected a radio set
Got something he never imagined he'd get,
The girl who had looked for a solitaire ring
Got a handkerchief case or a book, the poor thing!
The lover who longed for a token of h pe
Got a new shaving outfit, including the soap.
The husband who wanted a desk for his den
Got a box of cigars or a cheap fountain pen.
The wife who wished for a Hudson seal coat
Wept over the gift of a ten-dollar note.
'Twas the day after Christmas, alas and alack!
How many there were who'd have liked to get back
The presents they'd given to folks who had not
Returned anything but the presents they'd got.

—Boston Transcript.

Personal and Professional

ELIZABETH HARRISON, who recently died at San Antonio, at the age of seventy-nine, was the dean of kindergarten leaders. She was the founder of the National Kindergarten College at Evanston, Illinois, and was its first president, 1890 to 1920, and thereafter was president emeritus. She was probably the most thoroughly trained kindergartner of the nineteenth century, having graduated from the three leading American kindergarten training institutions of America, Chicago 1880, St. Louis 1882, New York 1892, with study in Europe. She was the author of several important professional books. The Kindergarten College of Evanston held memorial services on November 13.

COLONEL JOHN D. BILLINGS, principal of the Webster Grammar School, Cambridge, Mass., has several important distinctions. He was in sixteen important battles in the Civil War, serving in the Army of the Potomac under General Meade, and at the recent unveiling of the statue of General Meade Colonel Billings was one of the fifty officers present who served under General Meade. Colonel Billings is the only principal of a Massachusetts public school who is in active professional service at eighty-five years of age. There is no more vigorous principal in service. He is protected from removal by school rules because of the protection of Civil Service regulations as a Veteran of the Civil War.

BENJAMIN F. PRINCE, Wittenburg College, Springfield, Ohio, was honored by appreciative remembrance of his eighty-seventh birthday. Professor Prince began teaching in Wittenburg College, Springfield, Ohio, in 1866, and is still highly acceptable as teacher of history and political science. At the recent meeting of the leading men in psychology of Ohio at Springfield Professor Prince was given many reminders of the scholastic esteem in which he is held in the profession.

MRS. JENNIE LOFTMAN BARRON, of the Boston Board of Education, is one of the most efficient members on the committee. She is wonderfully well informed on all matters, and is remarkably sane in all of her suggestions.

HERBERT S. HADLEY, chancellor of Washington University, who died on December 1, after a long illness, was one of America's noble leaders in many crises. He was nationally famous as a lawyer. As States Attorney he won many cases in which all America was interested. As Governor he achieved more famous reforms, that has been the record of state administrators. He was always the champion of the best things in the best way. Education in Missouri owed much to Governor Hadley. He was never in vigorous health after his gubernatorial experience, and had to live in Colorado for many years in order to live at all. When his health seemed restored he returned to Missouri and accepted the chancellorship of Washington University.

CHARLES T. WOODBURY, who died in Fitchburg, Mass., of heart failure on November 26, had been on the faculty of the Fitchburg High School for thirty-five years, principal for twenty-five years. Mr. Woodbury was prominently identified with public affairs, civic, social, and religious. He had been in vigorous health until the moment of his death.

FREDERICK B. ROBINSON, president of the College of the City of New York, has had his notable service recognized by the New York Academy of Public Education at a banquet at which the addresses were by representatives of the other institutions of higher learning in the city.

FRED C. BALDWIN, for nineteen years a supervising principal in Somerville, Massachusetts, died recently after a long and serious illness. He was eminently successful as a principal and as a professional and community leader. His three children are eminently successful in school work. One son is a superintendent in Massachusetts, one is professor in Wake Forest College, North Carolina, and a daughter is a teacher in the Leland Powers School, Boston.

CHARLES F. MESERVE, president-emeritus of Shaw University, Raleigh, North Carolina, has not been in active service of late, but was president of the university for more than a quarter of a century. Fifty years ago Mr. Meserve became principal of the Rockland, Massachusetts, High School, and his former pupils celebrated the anniversary occasion with a banquet recently, which was one of the most significant occasions which Rockland has enjoyed in many a day.

Mr. Meserve went from Rockland to Springfield as principal of one of the largest schools in the city. From there he became principal of Haskell Institute, Lawrence, Kansas, and from there he went to Raleigh. Dr. Meserve has been a leader in every community where he has served in an educational capacity, and more than one hundred of his students in Rockland attended the anniversary banquet.

Materials in Social Study Classes

By E. CATHERYN SECKLER

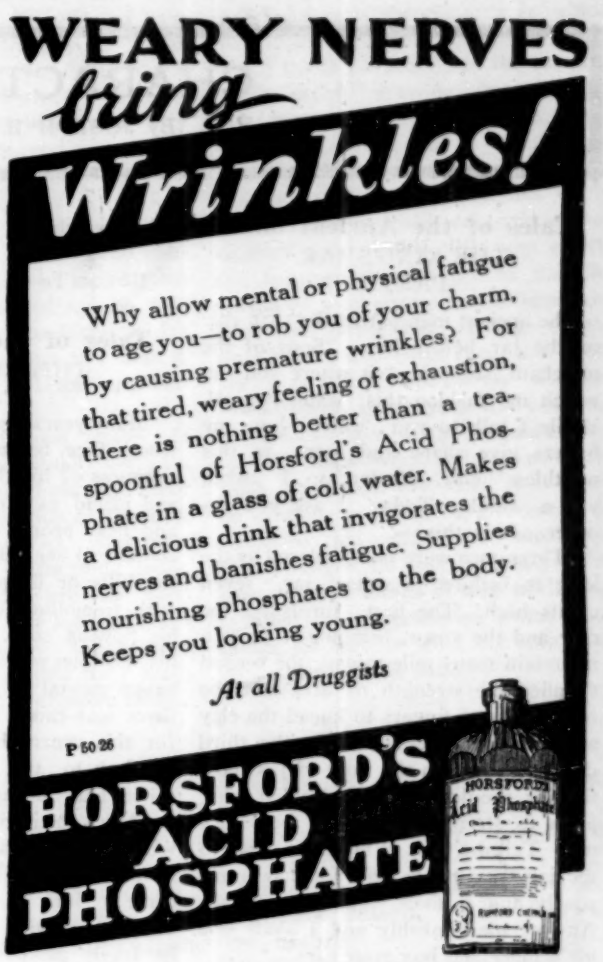
State Teachers College, Kirksville, Missouri

THE study of practical and basic materials plays a vital part in the character-making of any social studies class. No class can be stronger than the material which it masters any more than the fruit tree can be more valuable than the fruit which it bears. The matter of worthwhile material is of especial significance in the field of the social studies, for here the scope of interest is so broad and vast that minute discrimination must be used in the selection of the material to study. In testing or judging the material which is used in a class in the social studies, as to its practicability and value, there are certain definite points which must be considered.

First, *the material must be authentic.* It must bear the approval of trustworthy authors and writers. It must be a treatment of things as they are in an open and unbiased manner. It must emphasize and include principles, causes, effects, conditions—all of which underlie the great movements of the times and of the ages. It must largely exclude emotional opinions, biased judgments, and ungrounded statements, which all too often characterize our social studies classes. It means vision and purpose in study and preparation. It eliminates the "disjointed" study of worthless material.

Second, *the material must be appropriately adapted to the age and character of the students.* The material must not be of such advanced character as to have no meaning for the one studying it. Neither must it be so elementary as to lack interest and fascination. It must be adaptive to the interests of the class, by lending itself to illustrations which are common in the life of the students. The very skilful teacher will be clever enough to draw some of the illustrations from the fields in which the student, or students, are most interested. Above all, the material must be comprehensive to the one studying it.

Third, *the material must bear a definite relation to the central theme or problem which is being studied.* If the main topic under consideration should be, for instance, "The Effects of Hard Surfaced Roads," all of the ideas, facts, questions, etc., should be contributive to this main idea. No fact by itself has any value. The value of a fact depends upon its relation to an important idea or theme. Facts must be gathered together in groups, assembled, and related to the main topic under study. This is far different than the mere collection of disconnected facts. Through careful relation of thoughts and facts to the main idea of the work, meaning is put into every corner of the lesson, and the information becomes a part of the student's equipment which he cannot easily forget. When a student forgets what he has been taught it is often due to the lack of proper association and relation of factual material to the big topic or idea under consideration at the time of teaching the work.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Fourth, *the material must lend itself to practical application in the life of the student.* All materials used in the social studies class must tend to help the student to understand his environment. It must help him to live a more happy life with himself and his fellow beings. It must teach him to work by a systematic procedure, and to reason in the same manner. In short, it must teach him how to apply himself. Again, it must teach him how to assist in mastering the problems into which life will throw him. To illustrate: if a child lives in a crowded, poor, unhealthful district, probably it will be of greater benefit to that individual to study problems of health, sewage disposal, fire prevention and the like, rather than to study the life of Charlemagne.

Summarizing, the test of class material lies in its authenticity, in its appropriate adaptation to the character and age of the student, in its proper relation to a central idea or theme, and in its being practical in that it can be applied to the life and problems of the one studying it.

CHARACTER CHATS

By JOSEPH B. EGAN, A. M.

Tales of the Ancient Man

THE KING'S JAR.

PART I.

The ancient man patted the soft clay of the jar before him. "Sons of the merchant," he said, "sit where you can watch me fashion this water vessel. While I talk to you watch how my fingers give shape and form to this worthless clay. Yesterday I asked you a riddle. Today I ask you another. It is this:—

"Three men were once ordered by the king to fashion a water jar, seven cubits high. The first furnished the clay and the straw, bringing it from a mountain many miles away; the second supplied the strength of arm and the nimbleness of fingers to knead the clay and build up the jar and the third drew a picture in the sand of just how the jar should look and decided what parts to strengthen against the king's use. Tell me this: Which man gave to the jar the noble gift? Answer me wisely and I shall tell you a tale. Answer me foolishly and I shall lose my temper and box your ears."

"Ancient man," said the first youth, "without doubt the man who supplied the clay gave the noble gift for, pray you, how could the jar be built at all without the clay?"

"Nonsense," said the second youth, "clay is everywhere. Imagine it as a noble gift! What about the man who supplied the power of arm and the sharpness of eye and the skill of fingers in shaping the worthless clay into a king's jar? He, O ancient man, without doubt, gave the most noble gift."

"Ancient man," said the third youth, "these two are of the earth. One babbles of clay and the other of muscles and eyes and fingers. Behold, the man with the idea, in whose brain was fashioned the shape the jar should take, whose soul gave it its beautiful form, whose wisdom strengthened it against the day's use and whose creative powers made it ample for the utmost service. He, and he alone, gave to the jar the noble gift."

The ancient man smiled and smacked his wet clay with his open palm. "Sons of the merchant," said he, "wisdom grows in you like grain sprouting on a moist barn floor. You give a most green promise of a harvest, but like grain of this sort you wither when the winds come, for you have not struck your roots in the living earth. But since your words are not idle I shall tell you the tale I promised. While I tell it watch my fingers as they shape this bowl."

(To be continued.)

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Tales of the Ancient Man

THE KING'S JAR.

Part II.

"Many years ago in India lived a sage whose face, because of the beauty and calmness of his thoughts, was as noble and placid as a quiet lake. From far and near people came to look at him, content to see him as he walked upon the hills or happy to have touched with trembling forefinger the hem of his flowing robe. To have sat within his shadow was esteemed as lifting a happy mortal to another sphere. And there was cause for all this, my sons, for this venerable sage had subjected his flesh to the requirements of his spirit, had brought his feelings into bondage, destroying every thought and wish which was contrary to his brother's good. When gifts of gold came to him he used them in his brother's service. When he had none he freely parted with the cloak upon his back. Is it any wonder, then, that he became beloved of all men and that princes came to him when perplexed in soul, seeking in him, as in a deep well, for the sweet waters of consolation or advice.

"One day as the holy one walked upon the hill a noble man came to him and said: 'Venerable one, I have two servants, one has been faithful to me for many years and loves me truly for myself and not for the power I give him, the other is wise and just and skilful in caring for my worldly goods. Which of these two shall I free and appoint steward in the place of him who has just died?'

"The venerable man stroked his white beard and said: 'How can I answer you? How can I look through the coming years and see what is best for you? But lest you go hence empty-handed let me tell you of the idol which three men built under the watchful eyes of the just priest.'"

(To be continued.)

Tales of the Ancient Man

THE KING'S JAR.

PART III.

"In the dim ages of long ago the people knew nothing of the one, living God. Within them, however, was the urge to reverence some superior power. Since they could not see God in their souls they built up, out of clay, images pleasing to their eyes and these they worshiped, falling down before them and rubbing their foreheads in the dust. Such an idol was being built in a temple beside the sacred river and three men toiled at its making, the first carrying the clay from a long distance and the second moulding it into shape and the third directing the work of the other two under the watchful eye of the high priest. Now it happened that the carrier of the clay was an earnest worker, but liked not the job he had in hand, so, in order to lighten the burden on his head, he carried but half the required clay from the distant mine, mixing with it baser stuff from the river bank beside the temple gate.

"It happened also that the moulder was a skilful man well suited to his task, but his mind was on his garden patch and the grapes that grew purple on his vines, and on that account he did not notice cracks that grew in the limbs and between the fingers of the idol that he made. As for the designer whose brain conceived the form the idol should take, this man scoffed at the whole affair.

"For ten pieces of silver was he toiling and in his toil was laughter at the poor dupes who were to fall down and worship this clay image of one of his own thoughts. Therefore, his laughter found expression in his task and the face of the god took on a look of amused contempt and the eyes were clouded with sarcasm, squinting out of the head between half-closed lids, as though making fun of the foolish ones before it.

"Now the high priest saw all this, but he was powerless to interfere for fear the people would say: 'Lo, this is the high priest's god.. He has made it for his own gain.'

"Now it happened that there was a despised slave in the temple whose body had felt the cut of the lash and the blows of hard hands, and whose back was bowed with the weight of the labor it endured. To this slave the idol was a sacred thing, and out of the sides of his eyes he looked at it and he kneaded the wet clay with his bare hands. He also saw the poor quality of the clay, and the cracks in the idol's fingers and the amused smile upon the idol's face and his heart sorrowed so that tears fell into the sticky mass below him. When the time came to rest and night descended on the temple, then the poor slave crept from his hut and stole to the idol's side and spent his remaining

strength in smoothing out the folds in the cracked limbs and with loving fingers caressing the soft clay face. This also the priest saw, and, understanding the reason for the slave's acts, held his peace and watched, and as he watched, he saw the limbs of the idol becoming smooth and firm and the fingers of the idol growing strong and life-like and the amused smile upon the idol's face giving way to one of infinite tenderness and love.

"On the night before the idol was to be presented to the people, once more the slave crept to its side and mounting on the strong knees, began to polish the green jade eyes. Hour after hour he spent while his brain swam with weariness and his muscles grew weak from want of rest. At last, overcome, he fell prostrate across the lap of the idol and there the priest found him with the first ray of the morning sun resting on him like a white rod.

" 'Friend,' said the priest, 'take off your slave's garb and put on the white robes of the priesthood. Your love has exalted you and through service you have freed your better self.'

"When the next day dawned the three builders, the clay carrier, the clay moulder and the designer in clay, received the tributes of the people round about, but when a voice cried out: 'Behold this idol, how he smiles upon us as though there is love in his heart for us,' the high priest looked at the white-robed slave and smiled."

"Well," said the ancient man, "what think you now of your answers to the riddle?" "He who served with love in his heart brought the noble gift to the jar," said the first youth.

The ancient man smiled. "It is always so," he said. "Service without love is slavery of the meanest sort and love in service frees the meanest slave and enters him into the priesthood of the Most High."

The Free-Will Workers

Regularly, for many weeks, a little helper has come into my office, smiled at me and asked in a firm little voice: "Is there anything I can carry to the other school today?"

Many times there have been things to carry and many times there have not, but in all cases the willingness and the smile have been the same..

For three days now my little helper has not appeared. Of course I miss her. I am going to find out what has happened to her. The noon hour does not seem quite the same without her cheery smile and the offer of her help.

You may wonder now what this is all about. You will wonder more when I tell you that that little helper is on the high road to two great successes. In the first place she is advancing on the highway of the spirit world. Her smile shows that and the light in her eyes. No offer of help goes unrewarded in the great world beyond our eyes. No help given but what showers the giver with blossoms of the soul, and when that help comes freely, unasked, and unexpected then there rises from it the fragrance of the flowers about the feet of God. In the second place the little girl is advancing along the highways of success as trodden by this world. No employer exists who will not be won by her smile and her unselfishness. He will miss her absence, just as I miss it, and he will prepare a better and better place for her.

This, then, is the great lesson. If you would succeed spiritually and in a worldly way, seek out those who labor and offer to bear a portion of the load, —offer to bear it, and let your offer be given wings by a charming smile. The free-will workers are so rare. There is a place at the top for every one of them. They are the beloved ones, for they have within their souls the eagerness to toil at creative tasks.

Faith

Just what is faith? We hear so much about it and yet understand so little its true meaning. I hear various answers return to me. One person says: "He who labors to bring into physical being a great idea shows faith in himself." Another says: "He who, in spite of the evident selfishness of his fellow man, sees good in him and trusts him finally to do the proper thing, has faith in man." Another says: "He who suffers all the afflictions of earth and yet finds breath to praise his Maker has faith in the purposes of God." These are all true and worthy explanations of the deep meanings underlying faith. As the air is to our lungs and water to our thirsty lips, faith is to the spiritual life of man. It is the great sea cut of which he draws his nets full of the simple truths of life. It is the great plain from whose breast springs the eternal grain that nourishes his soul; it is the mighty, uplifted hills on whose glowing peaks rests the radiance in which man looks for God. Faith is belief which needs no proof as the intellect weighs proof, drawing its certainty from sources hidden in the soul.

"Believe in your fellow men," says John L. Hunter, "believe in yourself and your God; believe that this world and you in the world were created for ultimate good; believe that your efforts can be strengthened; believe that the results of your efforts can be improved with each rising and setting of the sun; believe that good cheer and courage, hope and aspirations, kindness and affection are to your life what the granite has been to the pyramids, and water to the flowers, and you will have faith. Yes, and life, that will know no obstacle too great to overcome, no weakness that cannot be supplanted with strength, no task beyond you, no lack of good things in this world that is filled to overflowing with good things, no limit to what life may bring you. And that is faith."

The Tongue

"The boneless tongue, so small and weak,
Can crush and kill," declared the Greek.
"The tongue destroys a greater horde,"
The Turk asserts, "than does the sword."
The Persian proverb wisely saith:
"A lengthy tongue, an early death."
Or sometimes takes this form instead:
"Don't let your tongue cut off your head."
"The tongue can speak a word whose speed,"
Says the Chinese, "outstrips the steed."
While Arab sages this impart:
"The tongue's great storehouse is the heart."
From Hebrew wit the maxim sprung:
"Though feet should slip, ne'er let the tongue."
The sacred writer crowns the whole:
"Who keeps his tongue doth keep his soul."

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EDUCATION IN ACTION

Girl Students Mob And Duck Marshal

When City Marshal C. J. Hinkle of Mountain Grove, Mo., attempted to halt the annual class pennant rush of the local high school, a group of girl students mobbed him, carried him howling to the public square and held him under the town pump for several minutes. While one group of girls held the struggling marshal under the spout, others worked industriously at the pump handle. The result was rather damaging to the marshal's dignity, and some one turned in a fire alarm. The crowd of students dispersed as the fire department arrived.

New Mexico Schools Get $1,000,000 Fees

More than $1,000,000 has been distributed to the schools of New Mexico this year in leasing fees on cattle grazing land and on oil and gas royalties, according to the report of B. F. Pankey, State Land Commissioner. While the common schools and state educational institutions come under this provision the largest part of the oil royalties go to the state university, fortunate in owning school sections in oil fields.

Educators Praise Near East Colleges

The good opinion in which Americans are held in the Near East and Orient is due primarily to the influence of American educational institutions in those regions, Dr. Frank P. Graves, New York State Commission of Education, told a large group of educators gathered in New York City for a conference on the contribution of American education abroad. Dr. Graves referred to American colleges abroad as "the hope of these backward countries." Ten of these colleges, he said, are chartered in New York and receive liberal support. Other speakers said these institutions have provided "an entrance into a new world of freedom and opportunity for women," deplored their use as instruments of religious propaganda, although admitting that voluntarily accepted religious instruction did much good, and advanced the view that it is unwise to transplant American colleges and universities intact in foreign countries.

College Girls Behind the Counter

In some of the larger Fifth avenue stores in New York City college girls are beginning to displace the old-time shop girls. Of 800 girls in one of the large establishments, more than 200 have college degrees, and some 450 more have had at least one year of higher education. The new calibre of the store personnel now enables a store to fill higher vacancies from the ranks, and the confidence of the girls in the opportunities of sales work is accordingly not misplaced. At the beginning of the last year one store filled forty positions with girls taken from behind the counter. They were first placed in the store's special training school for three or four months. The stress placed on specialization in department store merchandising has also helped attract a superior type of girls, it is said. "In our antique shop," one store official said, "we found it necessary to employ girls who have made a particular study of antiques. Girls who specialized in history are useful in such a department, and girls who come from homes of social standing, where they have lived in an environment of period furniture, costly tapestry and paintings, are also at a premium for work in such a department."

Says Education Too Intellectual

The importance of the human element and the emotional appeal in education was emphasized by Dr. Antinios P. Savides, professor of psychology and education at Russell Sage College, Troy, N. Y., in an address before the Northfield Seminary faculty. In his study of the educational ideals of the ancient Greeks and of modern American education, Dr. Savides said he found that the education of ancient Greece contained the greatest human element of all educational systems, and that America approximated the Greek ideal more nearly than any other country. While the educational system of early Greece appealed to the mind and will, the culture and development of the emotions was given its true value. Since he has been in this country, however, Dr. Savides says he has discovered that the American system is failing in its ideal because of the tendency, as elsewhere, to intellectualize education, seeking to develop the mind but overlooking the emotions.

Against Propaganda In Public Schools

Denouncing the widespread propaganda of various kinds in the public schools, Dr. Payson Smith, Massachusetts Commissioner of Education, in a recent address asserted that the public schools were established for the purpose of diffusion of intelligence, and that the purpose of education was to adjust youth to a civilization more complex than any that has heretofore existed. The purpose of propaganda, he said, was to make people believe what a few wanted them to believe, as against the purpose of public schools, to teach persons how to think. In speaking of the various days, bird day, arbor day, mothers' day and other days, Dr. Smith declared that some day he would suggest an arithmetic day, a reading day, a spelling day, a history day, a United States day, and an English grammar day, and they would stand in memoriam among the propaganda days as a reminder of what the public schools were founded for. Dr. Smith pleaded for sympathy for the youths between sixteen and twenty who are trying to adjust themselves. Their task is the hardest that any youth of that age has ever had to face.

Foresees Added Years To High School Study

Dr. John S. Kelly, president of the Board of Education of Binghamton, N. Y., testifying recently before a legislative committee on taxation and retrenchment in New York City, said that if the requirements of American colleges and universities continued to grow more and more rigid high schools would be unable to prepare the students in the four-year term. It was estimated that about sixty per cent. of the high school students went to college.

Tests Faith In Santa Claus

The National Kindergarten and Elementary College in Evanston, Ill., has just completed Santa Claus tests. All five-year-olds consulted were positive there is a Santa Claus. The six-year-olds voted fifteen to one in favor of Jolly St. Nick. As the subject was submitted to children of increasing years, the number of Santa Claus devotees dwindled to the vanishing point. It was the conclusion of those who inspired the test that any child of ten who believes unreservedly in the gentleman of the red cheeks and long whiskers should see a psychiatrist. Children of the poor, the teachers learned, have much more definite ideas about Santa Claus than the rich.

Second Oregon School Strike

A second school strike was brought about by the parents of about forty of Newport's, Ore., fifty or more high school students as a result of a controversy over the principal, Mrs. Daisy Halleck. The strike, which was the second in a few weeks, got under way when the parents gathered at the school and directed their children to collect their books and go home. The complaint was that the board of education had violated the will of the majority in appointing a woman instead of a man to have charge of the school. About a dozen students remained in their classes. One of the complaints against Mrs. Halleck in the previous strike was that she wore long dresses and used old-fashioned methods in running the school.

Denies Education Aids Intelligence

Recruiting the belief that education increases intelligence, Dr. Herman G. Matzinger, professor psychiatry in the University of Buffalo, declared that "our intelligence is as fixed as the color of our hair, the shape of our features, or the height of our bodies. These things are all inherited and cannot be changed. Educators are just beginning to realize that their function is not to cram the student full of facts that make him a walking encyclopedia, but to show what he cannot do, thus directing him along the path of what he can do."

Thrift Taught In Mexican Schools

Highly beneficial results have been shown in the teaching of thrift in the public schools of Mexico City, where for the last two years a systematic weekly savings account of each child has been encouraged. Under the system each child is required to deposit 2½ cents per week during the school year, and the money is credited to him. Each pupil has his own bank book, so that he may see his balance at any time and watch it grow. According to statistics, when the books were recently audited, it was found the children had saved in two years $106,000 in American money.

American Woman Heads School System in Iraq

Mrs. Anna L. Fisher, an American woman, has been drafted by the government of Iraq, ancient Mesopotamia under its new name, to be the ministry's attache supervising education and aiding the direction of social work. The king of Iraq and his ministers are keen for the American vogue generally, and are bending every effort to providing school and promoting desire for knowledge. Nine years ago Mrs. Fisher went to Palestine as a member of the Red Cross commission. Her personality won her favor everywhere, and as a result the organization's manual of health and procedure generally became a sort of scripture to the new nations in the making, in Asia Minor. Closely in contact with the American educational influences in this district, and a woman of broad learning, combined with eminent practicality, Mrs. Fisher was considered to be paramountly qualified for the position she has been asked to take, and has accepted.

Manning Denounces Libertinism Teachers

In a denouncement of ministers, university professors, and women "heralded as moral leaders," who preach a sex doctrine that would destroy the sanctity of marriage, Bishop William T. Manning of New York said: "It surely is time for the Christian Church to speak out and strip the mask of such teachings as free love, thinly disguised under the name of 'trial marriage,' the advocacy of 'sex experiments' and 'unmarried unions,' and tell these apostles of libertinism, both male and female, in words which no one can misunderstand that their proposals are an outrage against God, a shame and dishonor to the time in which they live, and an insult to all decent manhood and womanhood."

Afghan Government Has New Policy

The present Afghan Government has departed far from the exclusiveness that marked its predecessors a generation or more ago and is seeking to cultivate friendly relations with all the world. This change in policy has led to the teaching of European languages, particularly of French and German, in the high schools of Kabul. Also, groups of young Afghans are being systematically sent on tour of observation and study to the countries of Europe, including Great Britain, France, Italy, Germany and Russia.

Dean Turner Head of West Virginia

Dr. John R. Turner, Dean of Washington Square College of New York University, has been elected president of the West Virginia University. He will assume charge of the State University at Morgantown at the beginning of the next school term in September. Members of the Board of Governors were reticent on the amount of salary Dr. Turner would receive, but indications were that it would be "in the neighborhood" of $15,000. Dr. Turner was said to receive somewhat more than that amount at present. A proposed salary of $15,000 figured in the complications which resulted in Dr. John W. Withers, dean of the College of Education of New York University, declining the presidency of West Virginia University a year ago after he had been selected for the position. Dr. Turner is a native of West Virginia. He was Professor of Economics at Cornell and head of the Economics Department in New York University before becoming Dean of Washington Square College.

Calls 16-Year Plan For Education Wrong

"The American system of education, with twelve years of preparatory work and four years of college, is unsound, uneconomical and unjustified," declared Dean William F. Russell of Teachers College, Columbia University. "Secondary schools and junior colleges are gradually absorbing the work of colleges," he continued, picturing a system of education in which all cultural and general subjects would be taught in secondary schools and the universities reserved for a few with the ability to give exceptional professional service. He recalled that the term "master" originally meant some one qualified to teach others and that "bachelor" referred to one who had learned enough to assist the master or to teach with the aid of the master.

School Heads Under Arrest

In Portugal it is a wise school head who can tell by sound whether another revolution has started. All college presidents and school superintendents in Lisbon were ordered arrested by the minister of interior for having closed colleges and schools early because of an impression that a revolution was under way. This mistake grew from a salute being fired in honor of President Carmona as he boarded a Swedish cruiser.

Three "Bones" Urged On Women Teachers

Women deans of 200 high schools and colleges throughout the New York State met recently at Columbia University to organize a State Association of Deans, similar to the present organization of city deans. "Deans of women's schools should have three qualifications," Mrs. William H. Purdy, president of the State Federation of Women's Clubs, told them. "They should have a wishbone for vision, a funnybone for a sense of humor, and a backbone for courage." Professor Mark May of Yale spoke of his latest findings in character education, in which he has experimented three years. He found no correlation between knowing right and wrong and cheating in examinations. He did find, however, that students profited by school honor codes and that the best results were obtained in cases where the teacher was well liked.

Chicopee to Oust Married Teachers

At a recent meeting of the Chicopee, Mass., School Board the rules and regulations relative to the election of teachers were amended and no longer permit appointing married women to the teaching staff of the public schools. The change will affect all married teachers now members of the staff who are not serving under tenure of office. Such teachers cannot be discharged because of conflict with state laws. Unmarried women teachers not under tenure must resign at once if they marry during their period of service.

Written Exams In Sports

Miss Frances Dennett, of Auburndale, Mass., head of the department of physical education at the Women's College at Brown, has caused considerable stir among undergraduates by introducing written examinations into her department. A week before the close of the term of fall sports, books explaining and discussing the various fall sports, basketball, fistball, tennis and riding, were placed at the disposal of the students. Before a girl could enter her winter term class she was obliged to take an examination on the sport she had been practicing all fall. This idea is a novel one in the collegiate world, but Miss Dennett says: "Students must know the rules of basketball and tennis and understand the theory of the games they engage in if they are to play well."

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TREND OF THE TIMES

FAIRS ATTRACTED 39,468,550 people this year, according to the president of the International Association of Fairs and Expositions. At the 2,368 fairs held this year premiums paid amounted to $8,400,714. The Canadian National Exposition reported the largest attendance with 1,870,000 people. The State Fair of Texas at Dallas came next with 1,000,000.

EXOTIC DANCES are forbidden Italian officers. Indulgence constitutes conduct unbecoming an officer and a gentleman, Premier Mussolini says. In his capacity of secretary of war he has issued a general order to corps commanders to the effect that officers under their jurisdiction must not dance "The Yale," "The Dirty Dig," "The Charleston" or "The Shimmy" in public while in uniform.

STUDIES by insurance actuaries indicate that the potential value of a new-born baby is $9,000 and that a boy at the age of fifteen is worth in excess of $25,000 to society.

ROTA SUMS up in Rome its matrimonial readjustments: Out of a total of fifty-five cases, decision favored annulment in twenty-eight; of these fourteen concerned rich and the other fourteen poor couples. The cost of those unable to pay absorbed all the fees paid by the well-to-do.

PLOWING SEASON has arrived in the Valley of Roses in Bulgaria, but no plowing is being done near Kustendil, around the bushes that produce the famous attar, for the peasants are preoccupied with the fact that oil has been struck there.

DESPITE THE RISE of self-icing refrigerators the manufacture and distribution of artificial ice in blocks has become the ninth industry of the country. Yet only forty per cent. of America's homes use ice.

LONDON BOBBIES may be armed, according to a dispatch which states that as a result of the recent crimes in which policemen have been victims, the Home Secretary will be urged in Parliament to arrange for supplying the police with revolvers for the first time in history.

AIR AGE has arrived for Alaska, declares Governor George A. Parks. The airplane is revolutionizing Alaska, he said. The territory has forty-eight landing fields, built from highway funds, on the theory that airways are as important as routes for earthbound traffic. Game hunters, miners, fur buyers, income tax collectors use airplanes. "The historic dogsled is mushing along its last trail," he asserted.

FAMILY HEAD is "an individual who actually supports and maintains in one household one or more individuals who are closely connected with him by blood relationship, relationship by marriage or by adoption, and whose right to exercise family control and provide for these dependent individuals is based upon some moral or legal obligation." This ruling by the Internal Revenue Bureau gives the title an official definition. Regardless of who thinks he is boss of the household, the definition should help to settle arguments.

CHILDREN are not being born in Europe fast enough to keep the man power of the nations on the increase, and after twenty or thirty years the western nations will have reached the peak figure of their population, Dr. Swen Brisman, professor of political economy at the Commercial College of Gothenburg, says.

AMERICAN SKYSCRAPERS if allowed to stand more than forty years will certainly tumble down, says Sir Edwin Lutyens, British architect visiting this country. He says the methods employed in structural steel construction of giving the steel only a "coating of paint or one of mud and water" is where the danger chiefly lies as it gives little protection from atmospheric penetration.

LARGEST FEMINIST BLOC elected to Congress in history took office when the new body convened. Four women representatives received the oath of office. Three of the four were elected to succeed their husbands who had seats in Congress. Mrs. Katherine Langley of Kentucky is the only newcomer of the group.

NEW USES for coal are being sought by scientists, declares Dr. Edwin E. Slosson, adding that the product is not now fully utilized. "We laugh at the people of 600 years ago because they thought that coal was not fit to burn. But will not the people of 600 years hence laugh at us because we thought that coal was fit for nothing but to burn? When it was first proposed to burn coal by piecemeal, using the gas for lighting and then the coke for heating, the idea met with furious opposition. In 1306 a royal proclamation in London made the use of coal as a fuel a capital offence," he said.

The BOOK TABLE

MAP EXERCISES, SYLLABUS, AND NOTEBOOK IN ANCIENT HISTORY.

MAP EXERCISES, SYLLABUS, AND NOTEBOOK IN EARLY EUROPEAN HISTORY TO 1714. Both by Mildred C. Bishop and Edward K. Robinson. 8 by 12 inches. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

For perfection of mechanical detail it would be difficult to find a rival to "Map Exercises, Syllabus, and Notebook" issued by Ginn and Company. The map studies fix clearly in the mind of the student the more important geographical and political features that have influenced the course of history. It provides a syllabus of more than ordinary value, includes blank pages following each lesson for notebook work and gives a topical survey of the entire subject.

By means of the special binding device which includes the tracing sheets the student is enabled to produce maps that are accurate. The freehand drawing of maps usually produces inaccurate results, which should not be permitted to remain long before the eyes of the pupil. As an exercise in drawing a freehand map may furnish excellent practice, but as a means of map study it may be more harmful than beneficial, because it is invariably inaccurate, and so leaves in the student's mind an incorrect visual image. Separately printed outline maps may often be used to excellent advantage, but from them a student cannot gain as vivid an impression of outlines and boundaries as he can from a map that he draws himself, in which motor memory effectively re-enforces visual memory. The solution seems to lie in the tracing of an accurate printed outline map, as here provided.

It is impossible to give any adequate suggestion of the value of this arrangement for magnifying the study of history.

CITIZENSHIP THROUGH PROBLEMS. For Junior High School Grades. By James B. Edmonson, University of Michigan, and Arthur Dondineau.. Cloth. Illustrated. 550 pages. New York: The Macmillan Company.

"Citizenship Through Problems" is a textbook that differs from all other books in community civics in some important respects.

This book is really described by its title, "Citizenship Through Problems." It plans a course in which real problems and actual investigations are stressed. It frees the teacher from depending solely on the material in a single text. It presents an opportunity for teachers to get away from the purely factual type of textbook in civics, and to emphasize "learning through participation." It stimulates the pupil to self-activity and guides him in his study of civic situations and community problems.

The scope of the book was determined after a critical study of the aims and objectives of civic teaching in junior high schools.

There are several distinct features of the book: The Meaning and Obligations of Group Life. Problems of Community Welfare. The Individual and his Economic Well-Being. The supplementary readings and problems afford an opportunity to stress occupational information and vocational guidance. Problems of the Economic and Industrial Life of a Community. The Machinery of Government.

The authors have written this book for use in the junior high school. While a number of technical words have been introduced that would not be readily understood by a pupil in the junior high school, their use in the text is essential to the presentation of certain social and economic problems. Care has been taken either to give definitions of these technical terms or to use them in such a connection as to make their meaning clear.

Inspiration, information, participation, are the objectives for the teacher to hold constantly in mind in planning a course in junior-high-school civics. Teachers must find ways to stimulate pupils to do things that possess value in terms of civic training. When a pupil works out something for himself he remembers it much longer than when he simply reads about it.

LABORATORY MANUAL OF INORGANIC CHEMISTRY AND ELEMENTARY QUALITATIVE ANALYSIS. By C. C. Hedges, head of department of chemistry and chemical engineering, and H. R. Brayton, professor of inorganic chemistry in the Agricultural and Mechanical College of Texas. Heavy pasteboard. 233 pages. Boston, New York, Chicago, Atlanta, San Francisco, Dallas: D. C. Heath and Company.

This manual is in every respect created for the practical use of students who are specializing in laboratory work in inorganic chemistry. It is expected to serve as a guide to direct the study of general fundamental principles of inorganic chemistry.

The exercises are to be detached along the perforations, and being printed on gummed paper, may be pasted in any type of notebook, but preferably in a permanently bound book, furnishing the student a permanent record of his laboratory work for reference. The instructor may demand as much or as little written discussion of the experimental work as he desires, or may change the order in which the work is given and still obtain a neat continuous notebook.

The sequence of experimental work fixes the order in which these topics are considered in the classroom and lecture. Under no conditions would we allow the practice and the theory to become separated. The same weekly assignments apply to each. The authors say that the correct use of this Manual requires the "start-stop" method of instruction. When one or two experiments have been performed emphasizing certain properties or preparations or a general principle, the whole section is halted and a general discussion of results follows. The instructor must be on the job, full of his subject, and by explanation and questions arouse the interest and enthusiasm of his students. The "cook-book" method of instruction is discouraged and the students encouraged to develop an inquisitive disposition and reason out the principles involved in each week's assignment. Before leaving the laboratory each period, the notebook is written up and the instructor checks the results. A short test is given each week on the preceding laboratory work.

"The experimental work is purposely made simple in order to give the student a thorough understanding of fundamentals. These principles are then enlarged on and developed by the instructor in the classroom. No complicated or expensive apparatus, which would be an important factor with large classes, is required. In some cases, as in ionization, the instructor demonstrates the work to his class."

AN ATHLETIC PROGRAM FOR ELEMENTARY SCHOOLS. Arranged According to Seasons. By Leonora Anderson, B. S., State Normal University, Normal, Illinois. Foreword by Dr. J. Anna Norris. Illustrated. New York: A. S. Barnes and Company.

The A. S. Barnes Company is rendering inestimable service to the children and youth of America, and consequently to future American citizen-

ship by clarifying the athletic atmosphere and promoting physical education that makes for robust character as well as vigorous citizenship. "An Athletic Program," with its companion piece, "The Philosophy of Athletics," is a notable contribution to general education as well as to health and character of the children and youth.

INTERPRETATION OF EDUCATIONAL MEASUREMENTS. By Truman Lee Kelley, Ph. D., Stanford University. Lewis M. Terman's "Measurement and Adjustment Series." Cloth. 363 pages, and Kelley Correlation Charts. Yonkers-on-Hudson and Chicago: World Book Company.

Dr. Kelley meets a genuine need in the "Tests and Measurements" crisis. Faith has been shaken in the reliability of results. While it has been said over and over that tests and measurements should only be given by specialists there have arisen innumerable "specialists" who think they are the only "specialists" who can give reliable tests. Lewis M. Terman and Truman Lee Kelley are a combination that should restore faith in the validity of established tests and measurements.

The correct interpretation of scores determines the real value of testing—its benefits to the individual child and its influence for good in education. "Interpretation of Educational Measurements" throws new light upon the recurrent questions of the reliability, of the validity, and of the practical significance of standard test scores. The treatment is thorough. It goes beyond earlier descriptive and statistical works on mental measurement. It explains and illustrates the correct interpretation of test scores for pupil classification and guidance.

Dr. Kelley considers achievement and mental ability tests in their mutual relationships and not either one separately. From this standpoint it first takes up the community of function of different tests, the extent to which they measure the same ability or capacity. Always emphasis is upon the ever present probable error, the necessity for measures of reliability, and how they may be obtained and used to make test results more valuable.

AN APPROACH TO HARMONY. By Osbourne McConathy, Anton H. Embs, Maude M. Howes, Charles Elliott Fouser. Cloth. Much Music. 180 pages. New York, Newark, Boston, Chicago, San Francisco: Silver, Burdett and Company.

Every one can be rhythmic, though it is not natural for every one to keep step. Every one responds to melody when melody is the one thing that occasion craves, but the magic of music is created only by a master who instinctively thinks tones individually and in combination at the same time.

The glory of Heaven in the one Book that gives the thrill of Heaven as it has ennobled humanity in various stages of religious revelations is pictured at its height when all varieties of musical instruments are in harmony.

Schools have made great strides in the transformation from rote singing by the children who sing naturally to the time when practically every child in public schools is exposed to the leadership of a teacher or supervisor who is "intensely vital and practical in organizing consciousness of the harmonic elements of simple music and to ability to think tones in combination."

This is merely the approach to the real purpose, which is the pointing of the way for children with special possibilities in music to give wing to their aspirations for achievement.

Nothing quite parallels the talking machine since it has utilized electricity so that no notes are so high or so low that the new machines cannot make a thousand instruments as clear in the reproduction as any one of them is individually. This typifies school music of today in comparison to school music even a few years ago.

EVERYMAN'S LIBRARY. In cloth, 80 cents a volume. New York: E. P. Dutton and Company.

Private Papers of Henry Ryecroft. By George Gissing.

Inland Voyage and Travels With a Donkey. By Robert Louis Stevenson.

The Way of All Flesh. By Samuel Butler, with an Introduction by William Lyon Phelps.

Over the Range. By Samuel Butler, with an Introduction by Francis Byrne Hacket.

The Purple Land. Adventures in South America. By W. H. Hudson, with an Introduction by Theodore Roosevelt.

"Everyman's Library" is a selection of books that literally every man who wishes to keep in touch with the attractive writings of the past should have at hand in an inexpensive but worthwhile binding.

THE BANANA: ITS HISTORY, CULTIVATION AND PLACE AMONG STAPLE FOODS. By Philip Keep Reynolds. With Illustrations. Cloth. 187 pages. Boston and New York: Houghton Mifflin Company.

Though of ancient origin the banana has become a staple food of modern times. Tracing its history through the centuries is fascinating, for there is interwoven much of legend and romance. Probably few of the millions who today enjoy this remarkable food fruit know of its varied history, or realize the wide range of human endeavor involved in its cultivation and in its long but rapid journey from the tropical plantation to the consumer's table.

This book embraces the species, history, and cultivation of the banana and its distribution in North America and Europe. There is emphasis upon the banana industry in the Canary Islands. The variety of banana dealt with throughout the book is the Gros Michel, the principal banana of commerce.

MANUAL FOR SMALL MUSEUMS. By Laurence Vail Coleman, executive secretary of the American Association of Museums. Cloth. 31 plates and 395 pages. New York: G. P. Putnam's Sons.

This is an elegant book in binding, paper, type, and especially in illustrations which would have been wholly impossible but for the generous financing to the American Association of Museums by the Carnegie Corporation of New York.

The book is intended for the use of those who set about to found museums or to build up small museums now existing. The writing of it has been prompted by observation of the rapid growth of interest in museum-making and the hindrance or defeat of many efforts through lack of information.

There are certain possible misapprehensions as to purpose which may be forestalled. First, no brief is held for joint treatment of history, art and science. Second, standardization is not contemplated. Third, no visionary or untried schemes are advocated. Fourth, the various suggested plans, in simplest form, are not too ponderous for any small museum.

Much of the material has been gathered during the past two years in the course of travels over fifteen thousand miles from border to border of the country and from coast to coast. Hundreds of museums have been studied and their work interpreted on the basis of extensive reading and practical experience with five institutions.

Books Received

"On Stimulus in the Economic Life." By Sir Josiah Stamp.—"International Civics." By Pitman B. Potter and Roscoe L. West.—"Principles of Musical Education." By James L. Mursell, Ph.D.—"Citizenship Through Problems." By James B. Edmonson and Arthur Dondineau. New York, N. Y.: The Macmillan Company.

"Our Evolving High School Curriculum." By Calvin Olin Davis.—"Interpretation of Educational Measurements." By Truman L. Kelley, Ph.D. Yonkers-on-Hudson, New York: World Book Company.

"Living English." (Book I.) By Howard R. Driggs.—"Living English." (Book II.) By Howard R. Driggs. New York, N. Y.: The University Publishing Company.

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GRINS BETWEEN GRINDS

The Quiz

This happened to Professor Blank when he went to vote:—

Polling Clerk—"Your name?"

Mr. B.—"Mr. Blank."

P. C.—"Your profession?"

Mr. B.—"Harvard professor."

P. C.—"Can you read and write?"

Quite Satisfied

The stingiest man was scoring the hired man for his extravagance in wanting to carry a lantern in going to call on his best girl.

"The idea," he scoffed, "when I was courtin' I never carried a lantern; I went in the dark."

"Yes," he said sadly, "and look what you got."—Earth Mover.

Unnecessary Worry

The harm and foolishness of worry have often been remarked.

Jake was negotiating a loan from his brother, Moe, who was willing to make the advance but demanded 9 per cent. interest.

"Well," said Jake, "I ain't kickin,' you understand. But what'll our poor dead father say when he looks down an' sees his son gougin' 9 per cent. from his own flesh an' blood?"

"Don't worry about that, Jake," replied Moe. "From where he is it'll look like 6 per cent."—The Kablegram.

His Big Ambition

Stranger—"And so you are saving up to buy an airplane. You're quite an ambitious boy."

Boy—"Yes, sir; I want to fly over Willie Willets' yard and drop down bricks on him."—Kansas City Star.

It Just Can't Be

A Scotchman was leaving on a business trip, and he called back as he was leaving:—

"Goodbye all, and dinna forget to tak' little Donal's glasses off when he isna lookin' at anything."—Northwestern Purple Parrot.

Fashionable Alibi

He—"I should think your many activities would cause you to neglect the children."

She—"Oh, no; I employ a governess to do that."—Notre Dame Jester.

Not So Good, Thanks

Diner — "How's the corn today, waiter?"

Waiter—"Simply killing me, sir."

Pay Day

"The time will come," shouted the speaker, "when women will get men's wages."

"Yes," said a little man in the corner. "Next Friday night."—Tit-Bits, London.

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College Women's Fields Widening

That twenty per cent. of the graduates of Connecticut College for Women are engaged in the teaching profession this year, as against thirty-four per cent. so engaged in 1920, indicates that teaching is becoming less and less the only occupation for the college graduate. Miss Mary Bulkley, president of the Connecticut League of Women Voters and a trustee of Connecticut College at New London, commented on this percentage as indicative of the widening fields which the woman of today finds open to her. Early in the century the college woman was the exception, and was looked upon with suspicion and prejudice as something of a blue-stocking. Teaching was, in general, the only profession in which she was welcome. Today, Miss Bulkley noted, when the number of women holding college degrees is yearly augmented by thousands, the field in which they may legitimately find their careers is limited only by what they care to do.

Readjustment of School Courses

Dr. Charles H. Elliott, New Jersey Commissioner of Education, in his annual report to the State Board of Education, declared that the curricula of New Jersey's high schools must be adjusted to meet the needs of students who do not reach the third year of the prescribed course, which represents a majority. Present interests, ability and the needs of high school pupils must be the basis of future courses of study, Dr. Elliott stated. He included the results of a school survey which showed that fifty-nine per cent of high school students leave before the final year, and that fifty-three per cent. leave before the third year. The Commissioner declared that athletics must become a part of the regular educational activities of the school, and suggested that while the problem needs more study, it appears that the emphasis in athletics must be shifted from the spectacular to more generally useful grounds.

Home Report Card

Mrs. William G. Weaver, vice-president of the United Parents' Association of Brooklyn, N. Y., recently declared that a report on the activities of children outside of school hours would be of great value to teachers. A sample questionnaire to be sent home with the pupil's report cards for filling in by parents has been prepared by a teacher who is interested in this idea, Mrs. Weaver said. Some of the questions asked on the card are: 1. Does the child's health continue to be satisfactory? If not, mention any symptoms, however slight, of ill health. 2. At what time does he rise; go to bed? 3. Which subject does he find most difficult; easiest? 4. How long does he take over his homework? 5. What and how much outside reading does he do? 6. What definite engagements has he other than those of the school—i. e., music lessons, and the like? How much time a week do they take up? 7. Is he enjoying school life? 8. Have you any suggestions or criticisms to offer?

Private Schools Showing Gains

Basing its figures on an examination of 414 private schools, the tenth annual school report published by N. W. Ayer and Son shows that there is an enrollment of 52,000 pupils in these institutions and that about $48,000,000 is being spent this year for tuition. In a summary of conditions the report points out that although in New England schools are, as a whole, more prosperous, schools in the Middle West have enjoyed greater gains both in new schools and in enrollment.

Anti-Cigaret Speakers Barred

Field workers of the Anti-Cigaret Alliance were recently barred from the District of Columbia schools by a decision of the Board of Education that lectures upon the use of cigarettes might be construed as dealing with a controversial subject. The action of the board was an outgrowth of the stand adopted recently when the Association Against the Prohibition Amendment protested against a similar series of lectures by the Women's Christian Temperance Union.

Teach Students to Shrug

Shrugging shoulders, waving arms, talking with hands, all are part of a newly-organized class of instruction in France's national Conservatory of Dramatic Art. It has been popularly supposed—at least in other countries—that the French already were sufficiently eloquent in this silent language. The conservatory officials, however, think the language of hands needs a little study in its grammar and every dramatic student hereafter must attend a class where this physical expression and general deportment are taught.

College Radio Not Affected

Few, if any, college radio stations will feel the ax of the federal radio commission when it starts its program of wholesale elimination of broadcasters in February. Merit of program will be a primary factor in the selection of stations which will be allowed to remain. In this regard, the commission believes that the college stations give invaluable service. The agricultural colleges and experimental stations, particularly, are regarded as fountain heads of new scientific data.

"Civilizing Factories" for Seekers of College Stamp

Establishment of "civilizing factories" for those students who go to higher institutions of learning for the "college stamp" and not education was advocated by Dr. Henry Elmer Barnes, Smith College professor and sociologist. As teachers in such "factories," Dr. Barnes suggested men like Dr. William Lyon Phelps, Will Durant, Lathrop Stoddard and Will Rogers. Classes of three or four thousand students could be taught at one time and the buildings of the institution could be situated on the same campuses with the colleges, whose size would be decreased to such an extent that the real seekers of knowledge could obtain learning, without interference. Football and the "alumni nuisance" would be eliminated with other problems of the modern large college, he said, because the feeling for "bigger and better teams and bigger and better stadiums" would apply only to the factories and not the colleges.

Lynn Bans "Thumbing" Rides

"Thumbing rides is a nuisance," declared Principal Frederic R. Willard of English High School, Lynn, Mass., when he posted a notice prohibiting male pupils of the school from begging transportation to and from school. The principal in his notice said: "I hope the boys of this school will discontinue their practice of thumbing rides to and from school and thus stop bothering motorists. The majority of thumbers are lazy boys of the cheap sport variety."

Meetings To Be Held

DECEMBER.

26-30: Oregon State Teachers Association: E. F. Carleton, 408 Salmon St., Portland, Ore.; Portland, Ore.

27: National Council of Geography Teachers: George J. Miller, State Teachers College, Mankato, Minn.; Nashville, Tenn.

27-29: National Commercial Teachers Federation: John Alfred White, 818 Monroe St., Gary, Indiana; Kansas City, Mo.

28-30: National Association of Teachers of Speech: H. L. Eubank, Albion College, Albion, Mich.; Chicago, Illinois.

28-30: American Historical Association: John S. Bassett, 58 Pomeroy Terrace, Northampton, Mass.; Washington, D. C.

28-29: Pennsylvania State Education Association: J. Herbert Kelley, 400 No. 3d St., Harrisburg, Pa.; Lancaster, Pa.

29-31: Modern Language Association of America: Carleton Brown, Bryn Mawr College; Bryn Mawr, Pa.

1928

February 25-March 1: Department of Superintendence, Boston, Mass.

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"She Was All Right Yesterday

(By a Teacher)

Helen Wesley, who teaches in the room across from mine, was not at school to-day. So, as soon as classes were over this afternoon, I went to the house where she boards. Her landlady let me in and I followed her upstairs to Helen's room. Through the doorway I could see Helen in the bed. A doctor and a nurse were bending over her.

"My!" I said. "What has happened?"

The landlady shook her head.

"She was all right yesterday," she replied, "but last night something happened. I called Dr. Gifford and he has been here four times. This morning he sent for the nurse. He doesn't seem to be able to locate the trouble. I think he will send for Dr. Findlay."

"The great Dr. Findlay, the famous diagnostician! But my, how expensive that will be," I thought. "Still one would want the best of care at such a time as this."

Helen's landlady seemed to sense what was in my mind.

"They say he charges a great deal," she said. "Where will all this money come from? Does she have insurance?"

Like a flash I remembered a conversation with Helen one day last spring. She came into my room after school was over, and I showed her my policy of membership I had just received from the T. C. U.

"Oh, I suppose it's all right," she had said, "but I need to save all my money—and I am never sick anyhow."

Poor Helen! How I wish I could help her. Her savings of a whole month are being wiped out by bills of a single day. I wish by some act of magic I could transfer my membership in the T. C. U. to her.

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Pays Indemnities from $333 to $1000 for major accidents, or for accidental loss of life. These indemnities are increased 10 per cent for each consecutive annual renewal of the policy for not to exceed five years.

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